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A THEORETICAL MODEL OF SELF-CONFIDENCE FORMATION AS AN INTEGRATIVE INDICATOR OF THE PSYCHOLOGICAL ECOLOGY OF THE PERSONALITY OF A FUTURE PSYCHOLOGIST

У статті представлено теоретичну модель формування впевненості у собі як інтегративного показника психологічної екологічності особистості майбутнього психолога. Актуальність дослідження зумовлена необхідністю підготовки психологів, здатних до ефективної професійної діяльності, саморегуляції, професійного саморозвитку та підтримання власного психологічного благополуччя в умовах сучасних суспільних викликів. На основі аналізу сучасних наукових підходів розкрито психологічний зміст феноменів впевненості у собі, самоставлення, самооцінки, Я-концепції, професійної Я-концепції та професійної ідентичності.

Обґрунтовано теоретичні засади розроблення моделі та визначено її структурні компоненти. Модель побудована на положеннях системного, діяльнісного, гуманістичного, особистісно орієнтованого, екологічного та рефлексивного підходів. Встановлено, що самоставлення, самооцінка, Я-концепція, професійна Я-концепція та професійна ідентичність виступають взаємопов'язаними чинниками формування впевненості у собі майбутнього психолога. Центральним елементом моделі визначено впевненість у собі, яка інтегрує когнітивні, емоційні, ціннісні та поведінкові характеристики особистості та виступає показником її психологічної екологічності.

Доведено, що високий рівень впевненості у собі сприяє розвитку самоприйняття, емоційної стійкості, рефлексивності, відповідальності, професійної зрілості та здатності до гармонійної взаємодії із соціальним середовищем. Результатом реалізації запропонованої моделі є формування психологічно екологічної особистості майбутнього психолога, готової до ефективної професійної діяльності та професійного саморозвитку. Практичне значення дослідження полягає у можливості використання моделі як концептуальної основи для вдосконалення професійної підготовки майбутніх психологів та розроблення програм розвитку їхньої психологічної екологічності.

Ключові слова: впевненість у собі, психологічна екологічність, майбутній психолог, самоставлення, самооцінка, Я-концепція, професійна Я-концепція, професійна ідентичність.

The article presents a theoretical model of self-confidence formation as an integrative indicator of the psychological ecology of the personality of a future psychologist. The relevance of the study is determined by the need to train psychologists capable of effective professional activity, self-regulation, professional self-development, and maintaining their own psychological well-being in the context of contemporary social challenges. Based on the analysis of contemporary scientific approaches, the psychological essence of the phenomena of self-confidence, self-attitude, self-esteem, self-concept, professional self-concept, and professional identity is revealed.

The theoretical foundations for the development of the model are substantiated, and its structural components are identified. The model is based on the principles of the systemic, activity-based, humanistic, personality-oriented, ecological, and reflective approaches. It has been established that self-attitude, self-esteem, self-concept, professional self-concept, and professional identity function as interconnected factors in the formation of self-confidence in future psychologists. Self-confidence is defined as the central element of the model, integrating the cognitive, emotional, value-based, and behavioral characteristics of personality and serving as an indicator of its psychological ecology.

It is demonstrated that a high level of self-confidence contributes to the development of self-acceptance, emotional stability, reflexivity, responsibility, professional maturity, and the ability to interact harmoniously with the social environment. The outcome of the proposed model is the formation of a psychologically ecological personality of a future psychologist who is prepared for effective professional activity and continuous professional self-development. The practical significance of the study lies in the



possibility of using the model as a conceptual framework for improving the professional training of future psychologists and developing programs aimed at enhancing their psychological ecology.

Key words: self-confidence, psychological ecology, future psychologist, self-attitude, self-esteem, self-concept, professional self-concept, professional identity.

Problem statement. In the contemporary context of social development, the issue of preserving psychological well-being and fostering the psychological ecology of the individual has become increasingly important. Continuous social transformations, a high level of uncertainty, information overload, the consequences of military conflicts, and growing psycho-emotional demands highlight the need to develop internal personal resources that ensure adaptation, resilience, and harmonious interaction with the social environment. In this regard, particular attention should be paid to the professional training of future psychologists whose activities are directly related to providing psychological assistance and support to others.

The professional activity of a psychologist requires not only a high level of professional competence but also the development of personal qualities that ensure effective interaction with clients, the ability for self-regulation, reflection, and continuous professional growth. One of these important characteristics is self-confidence, which serves as a significant factor in professional development and psychological well-being. Self-confidence enables future psychologists to make responsible decisions, cope constructively with professional challenges, maintain internal balance, and effectively realize their personal and professional potential [4].

In contemporary psychological science, self-confidence is considered a complex integrative construct associated with self-esteem, self-attitude, self-acceptance, professional identity, and self-concept. At the same time, an analysis of scientific literature indicates that the role of self-confidence within the structure of the psychological ecology of the future psychologist's personality remains insufficiently explored. Despite a considerable number of studies devoted to self-awareness, professional development, and psychological well-being, the relationship between self-confidence and the components of psychological ecology requires further theoretical clarification.

This issue becomes particularly relevant in the process of training future psychologists, as it is during higher education that professional self-awareness, professional self-concept, and the value system of future specialists are actively formed. The level of self-confidence largely determines the success of professional adaptation, readiness for professional activity, effectiveness of interpersonal interaction, and the ability to provide psychological assistance [8].

Therefore, there is a need to develop a theoretical model of self-confidence formation as an integrative indicator of the psychological ecology of the future psychologist's personality. The development of such a model will make it possible to systematize scientific knowledge regarding the psychological mechanisms underlying the development of self-confidence, determine its place within the personality structure of future psychologists, and identify promising directions for psychological support during their professional development.

Analysis of recent studies and publications. Analysis of Recent Research and Publications. The issue of developing self-confidence in future psychologists is interdisciplinary in nature and encompasses studies on self-awareness, self-esteem, self-attitude, self-concept, professional identity, and the psychological ecology of personality. In contemporary psychological science, self-confidence is viewed not merely as a separate personality trait but as a complex integrative construct that determines an individual's capacity for self-regulation, self-realization, constructive interaction, and professional development.

The first attempts to conceptualize self-confidence are associated with the works of A. Salter, who considered it in terms of the predominance of excitation processes over inhibition processes. J. Wolpe explained insecurity through the influence of social fears, whereas A. Lazarus linked it to a deficit of behavioral skills. Within the framework of Gestalt psychology, F. Perls emphasized personality maturity and the ability to take responsibility for oneself. In humanistic psychology, C. Rogers interpreted self-confidence as an individual's trust in their own life experience, considering it a necessary condition for self-actualization [9].

An important contribution to the study of self-confidence was made by V. Romek, who defined it as a stable positive cognitive-emotional attitude toward one's own abilities and capabilities. According to this approach, self-confidence includes a cognitive component related to belief in one's effectiveness and an emotional component manifested through social courage, initiative, and reduced shyness.

A considerable body of research has been devoted to the study of self-esteem as a central component of self-consciousness. In the works of I. Kon, V. Stolin, S. Pantileev, and R. Burns, self-esteem is regarded as an important mechanism of self-regulation that determines the level of aspirations, behavioral patterns, attitudes toward personal capabilities, and the capacity for self-development. Self-esteem is considered not only a result of self-knowledge but also an active factor in personal growth.

Particular significance for understanding the development of self-confidence belongs to the phenomenon of self-attitude. In psychological literature, self-attitude is interpreted as an emotional and value-based attitude toward oneself that encompasses self-respect, self-worth, self-acceptance, self-liking, and self-confidence. Positive self-attitude serves as the foundation for the development of internal stability, psychological maturity, and the ability to engage in ecologically balanced interactions with oneself and others.

Within the framework of humanistic psychology, A. Maslow and C. Rogers emphasized the role of self-acceptance, unconditional positive regard, and self-actualization in the development of a psychologically healthy personality. According to these approaches, self-confidence develops when individuals accept their own experiences, recognize their intrinsic value, and are capable of acting in accordance with their internal beliefs rather than relying solely on external evaluations.

The issue of the professional development of future psychologists has been explored in the works of N. Chepeleva, I. Andriichuk, Ye. Chorny, Z. Stanovskiykh, and other scholars. Researchers emphasize that the professional training of psychologists involves not only the acquisition of theoretical knowledge and practical skills but also the development of professional self-awareness, professional self-concept, reflection, empathy, and personal maturity.

The professional self-concept of a future psychologist includes an individual's perceptions of themselves as a future professional, an assessment of their professional qualities, an ideal image of a professional, and expected attitudes from the professional community. The level of its development largely determines professional identity, readiness for professional activity, and the ability for continuous professional self-improvement.

Special attention should be paid to the concept of the psychological ecology of personality. In the context of training future psychologists, psychological ecology may be understood as an individual's ability to maintain harmonious relationships with oneself, other people, and the professional environment without violating personal boundaries or the boundaries of others. It encompasses self-acceptance, emotional self-regulation, responsibility, ethical behavior, reflexivity, and the capacity for non-violent professional interaction.

Thus, the analysis of scientific research indicates that self-confidence in future psychologists develops at the intersection of several important psychological phenomena, including self-esteem, self-attitude, self-concept, professional identity, and psychological ecology. At the same time, the issue of developing a comprehensive theoretical model of self-confidence as an integrative indicator of the psychological ecology of the future psychologist's personality remains insufficiently explored. This determines the necessity for further theoretical reflection and investigation of the problem.

The purpose of the article. The issue of self-confidence formation occupies an important place in contemporary psychological science, as it is directly related to the processes of self-awareness, self-regulation, personal growth, and professional development. This problem becomes especially relevant in the context of training future psychologists, whose professional activity requires a high level of psychological maturity, reflexivity, emotional stability, and the ability to engage in constructive interaction with others.

The first scientific approaches to understanding self-confidence were presented in the works of A. Salter, who considered it as a result of the predominance of excitation processes over inhibition processes and associated it with an individual's ability to openly express thoughts, emotions, and needs. The issue was further developed in the studies of J. Wolpe, who explained insecurity through the influence of social fears and anxiety, and A. Lazarus, who linked it to insufficiently developed behavioral and communication skills [12].

Within the framework of humanistic psychology, self-confidence was examined through the lens of self-realization and personal growth. C. Rogers emphasized that the foundation of self-confidence lies in positive self-attitude, self-acceptance, and trust in one's own experience. The scholar argued that congruence between the real self and the ideal self contributes to inner harmony and the development of a positive self-concept (Rogers, 2001). A. Maslow emphasized that self-confidence is an essential characteristic of a self-actualized individual who recognizes personal worth, demonstrates autonomy, and is capable of responsible decision-making (Maslow, 2019).

A significant contribution to the study of self-confidence was made by V. Romek, who defined it as a stable positive cognitive-emotional attitude toward one's own abilities and achievements. According to the author, the structure of self-confidence includes a cognitive component reflecting belief in personal effectiveness and an emotional component manifested through social courage, initiative, and readiness for independent action (Romek, 2008).

The concept of self-esteem is closely related to the issue of self-confidence. The theoretical foundations of self-esteem research were laid by W. James, who was among the first to view self-esteem as the relationship between personal achievements and the level of aspirations. These ideas were further developed in the works of I. Kon, R. Burns, V. Stolin, and S. Pantileev. These scholars considered self-esteem to be a central component of self-consciousness that determines an individual's attitude toward oneself, level of activity, and patterns of social behavior [1].

Particular importance for the development of self-confidence belongs to the phenomenon of self-attitude. In the works of V. Stolin and S. Pantileev, self-attitude is defined as an emotional and value-based system of attitudes toward oneself, including self-respect, self-acceptance, self-worth, self-guidance, and self-liking [2]. The researchers emphasize that positive self-attitude serves as the basis for psychological resilience, internal coherence, and harmonious personality development.

The issue of self-concept has been extensively explored in the works of R. Burns, I. Kon, C. Rogers, T. Tytarenko, S. Maksymenko, and other scholars. Self-concept is regarded as a complex system of an individual's perceptions about oneself, encompassing cognitive, emotional, and behavioral components. The formation of a positive self-concept contributes to the development of self-confidence, self-acceptance, and the capacity for personal self-development [6].

In the context of professional development, studies on professional self-awareness and professional identity are of particular importance. This issue is reflected in the works of N. Chepeleva, A. Rean, Ye. Chorny, I. Andriichuk, Z. Stanovskiykh, and other scholars. Researchers note that the professional development of psychologists involves not only acquiring professional knowledge and skills but also forming a professional self-concept, professional reflection, and readiness for responsible interaction with clients (Chepeleva, 2017).

In recent years, increasing attention has been paid to the issue of the psychological ecology of personality. Contemporary studies define psychological ecology as an individual's ability to maintain harmonious relationships with oneself, other people, and the environment without violating personal boundaries or the boundaries of others. Psychological ecology encompasses self-acceptance, responsibility, emotional self-regulation, reflexivity, empathy, and mindfulness. Therefore, it is directly related to the development of self-confidence and psychological maturity in future psychologists.

The analysis of contemporary scientific literature demonstrates the existence of a substantial body of research devoted to individual aspects of self-confidence, self-esteem, self-attitude, self-concept, and professional development. However, the issue of comprehensively examining self-confidence as an integrative indicator of the psychological ecology of the future psychologist's personality remains insufficiently explored. The limited theoretical elaboration of this problem necessitates the development of a holistic theoretical model that would reflect the interrelationships among self-attitude, self-esteem, self-concept, professional identity, and self-confidence within the structure of the psychological ecology of future psychologists.

The development of a theoretical model of self-confidence formation as an integrative indicator of the psychological ecology of the personality of a future psychologist is determined by the need for a theoretical understanding and systematization of scientific knowledge concerning the psychological mechanisms underlying the professional development of future specialists in the field of psychology. In contemporary society, the professional activity of psychologists is associated with a high level of professional responsibility, emotional workload, continuous interaction with diverse categories of clients, and decision-making in complex life situations. In this regard, the issue of developing a psychologist's personality capable of maintaining psychological well-being and carrying out professional activities in accordance with the principles of psychological ecology becomes particularly significant.

An analysis of contemporary scientific literature has shown that self-confidence is one of the key factors in an individual's personal and professional development. At the same time, most studies focus on examining particular aspects of this phenomenon, including self-esteem, self-attitude, self-acceptance, self-concept, and professional identity. Despite the considerable number of scientific works devoted to these issues, the comprehensive examination of self-confidence as an integrative indicator of the psychological ecology of the future psychologist's personality remains insufficiently explored [11].

The need to develop such a model is also determined by current trends in psychological education, which emphasize not only the formation of professional competencies but also the development of personal maturity, reflexivity, emotional resilience, responsibility, and the ability to interact harmoniously with the surrounding environment. These characteristics constitute the foundation of the psychological ecology of personality and ensure the effectiveness of a psychologist's future professional activity.

The theoretical foundation of the model is based on the principles of the systemic, activity-based, humanistic, personality-oriented, ecological, and reflective approaches. The systemic approach makes it possible to consider self-confidence as the result of the interaction of interrelated personal components. The activity-based approach emphasizes the active role of the individual in the process of personal development. The humanistic approach highlights the importance of self-acceptance, self-actualization, and personal growth. The personality-oriented approach facilitates an understanding of the uniqueness of an individual's inner world. The ecological approach considers the individual as a subject of harmonious interaction with oneself and the social environment, while the reflective approach emphasizes the role of self-knowledge and self-awareness in the development of self-confidence.

The proposed model reflects the logic of self-confidence formation through the successive development of self-attitude, self-esteem, self-concept, professional self-concept, and professional identity of the future psychologist. The central element of the model is self-confidence, which integrates the outcomes of the development of these components and serves as an indicator of the psychological ecology of personality.

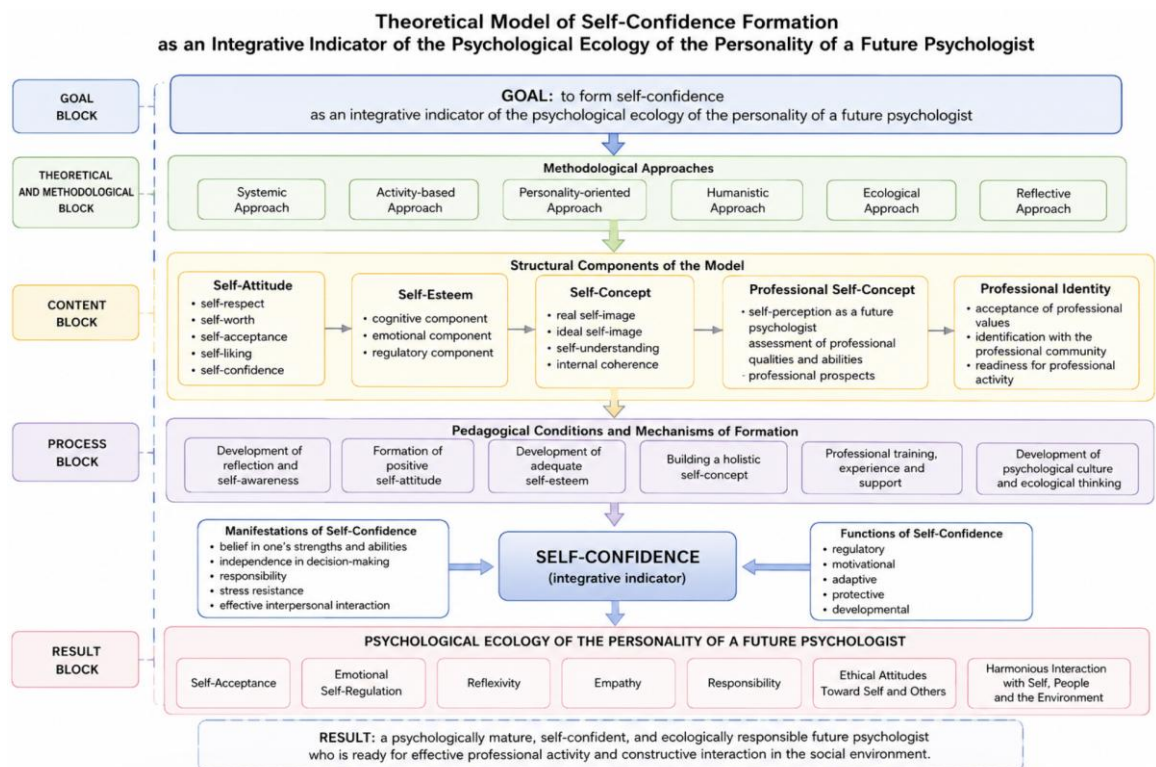


Figure 1. A Theoretical Model of Self-Confidence Formation as an Integrative Indicator of the Psychological Ecology of the Personality of a Future Psychologist

The proposed theoretical model reflects a holistic process of self-confidence formation in future psychologists and demonstrates its place within the structure of the psychological ecology of personality. The model is based on the principles of the systems approach and considers self-confidence as the result of the interaction of personal, professional, and socio-psychological factors.

The starting point of the model is the *goal-oriented block*, aimed at developing self-confidence as an integrative indicator of the psychological ecology of the future psychologist's personality. In this context, self-confidence is viewed not merely as a separate personality trait but as a generalized indicator of psychological maturity, internal harmony, and readiness for professional activity.

The *theoretical and methodological block* integrates a system of scientific approaches that constitute the conceptual foundation of the model. The systems approach enables the consideration of personality as a holistic structure of interconnected components. The activity-based approach emphasizes

the active role of the individual in personal development. The humanistic approach focuses on self-realization, self-actualization, and personal potential. The personality-oriented approach takes into account the uniqueness of the individual, while the ecological and reflective approaches explain the mechanisms of harmonious interaction with oneself and the surrounding environment.

The **content block** reveals the main structural components that contribute to the formation of self-confidence. The fundamental element is **self-attitude**, which reflects an individual's emotional and value-based attitude toward oneself. Self-respect, self-worth, self-acceptance, and self-liking create the psychological basis for a positive perception of one's personality.

On the basis of self-attitude, **self-esteem** is formed, enabling the evaluation of personal abilities, achievements, and prospects for development. Adequate self-esteem allows future psychologists to realistically assess their strengths and weaknesses while maintaining a positive attitude toward themselves. The next structural component is the **self-concept**, which integrates the system of an individual's perceptions about oneself. The self-concept ensures congruence between the real self and the ideal self, promotes internal harmony, and contributes to a coherent understanding of one's personality.

A special place within the model belongs to the **professional self-concept**, which reflects students' perceptions of themselves as future psychologists. It develops through professional education, practical experience, and awareness of one's professional role. A well-developed professional self-concept creates the foundation for the formation of professional identity.

Professional identity represents the final component of the content block and characterizes the degree to which an individual identifies with the profession of psychology. It involves the acceptance of professional values, norms of professional activity, and awareness of belonging to the professional community.

The **processual block** reflects the psychological mechanisms and conditions underlying the formation of self-confidence. These include the development of reflection, the formation of positive self-attitude, the enhancement of adequate self-esteem, professional training, acquisition of professional experience, psychological support, and personal growth. Through the implementation of these mechanisms, the gradual development of all structural components of the model is ensured.

The central element of the model is **self-confidence as an integrative indicator of the psychological ecology of personality**. It is the result of the harmonious development of all preceding components and reflects an individual's trust in their own abilities, readiness to make decisions, responsibility for personal actions, and capacity for effective interaction with others.

Within the model, self-confidence performs several important functions: **regulatory, motivational, adaptive, protective, and developmental**. Through these functions, it ensures psychological resilience, facilitates professional self-realization, and enhances the effectiveness of future psychologists' professional activities.

The **outcome block** of the model is represented by the **psychological ecology of the future psychologist's personality**. It manifests itself in the ability to maintain harmonious relationships with oneself and others, demonstrate self-acceptance, emotional maturity, responsibility, empathy, reflexivity, and professional ethics. A psychologically ecological personality is capable not only of effectively performing professional duties but also of maintaining personal psychological well-being.

Thus, the proposed model demonstrates that self-confidence is formed as a result of the consistent development of self-attitude, self-esteem, self-concept, professional self-concept, and professional identity. At the same time, it serves as an integrative indicator of the psychological ecology of the future psychologist's personality, reflecting the level of personal maturity, professional readiness, and the ability to interact harmoniously with the social environment.

Conclusions. As a result of the theoretical study, a model of self-confidence formation as an integrative indicator of the psychological ecology of the personality of a future psychologist was developed. The construction of the model is based on the principles of the systemic, activity-based, humanistic, personality-oriented, ecological, and reflective approaches, which made it possible to consider self-confidence as a complex, multilevel personal construct.

The proposed model integrates interconnected structural components, namely self-attitude, self-esteem, self-concept, professional self-concept, and professional identity. It was established that the consistent development of these components ensures the formation of self-confidence, which serves as the central element of the model and integrates the cognitive, emotional, value-based, and behavioral characteristics of the future psychologist's personality.

It has been theoretically substantiated that self-confidence is one of the key indicators of the psychological ecology of personality, as it promotes self-acceptance, emotional stability, reflexivity,

responsibility, professional maturity, and the ability to interact harmoniously with the social environment. The outcome of the model implementation is the formation of a psychologically ecological personality of a future psychologist who is prepared for effective professional activity, professional self-development, and constructive interaction with clients.

Prospects for further research involve the empirical verification of the proposed model and the investigation of the relationships among its structural components in the process of professional training of future psychologists.

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